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| **Language Level** | Novice Mid/High | | **Grade** | | 6-12 | **Date** |  | | **Day in Unit** | | 3 | **Minutes** | 60 |
| **Unit Theme and Question** | **Beauty and Aesthetics: Preserving our Heritage - Why is it important to preserve the past?** | | | | | | | | | | | | |
| **Daily topic:** | Patrimony - What is it? Where are heritage sites? How do we classify such sites? | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Students can:**   * begin to create simple definition of patrimony * classify heritage sites by type * locate heritage sites on a world map and say where they are * ask and answer questions about location and type of heritage site | | | | | | | | | |
| √ Interpersonal | |
| √ Interpretive | |
| √ Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Connections** | Geography - 5 heritage site zones, names of heritage sites | | | | | | | | | | | |
| **Comparisons** | Other perspectives - all areas of the world seek to preserve the past | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | **SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  **L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Students have already worked with film and opening concept of personal patrimony.   * Teacher displays images of possibly familiar heritage sites. * Students list words, exchange words/phrases with partner. * Teacher processes quickly by asking students either or questions to create some common words. *Is it old/new? In France/US? Monument/park?* | | | | | | | 5 | | * images of known or previously studied heritage sites. | | | |
| **Provide Input** | * Teacher shows video from :18 - :40, playing entire clip, then replaying pausing for students to process images and words. * Students add key words to lists that were started when discussing opening images. * Teacher returns to opening images asking either/or questions with new vocabulary. * Students identify location of opening images saying where each is from. They name other sites that they know saying where they are located. | | | | | | | 10 | | * **[Video - C’est quoi le patrimoine?](http://www.1jour1actu.com/info-animee/cest-quoi-le-patrimoine/)** * world map labeled by heritage zones | | | |
| **Elicit Performance / Provide Feedback** | * Teacher begins selecting 1 image from opening images and directs students to website. Teacher models process of identifying and classifying a site. * Students work individually and then collaboratively to identify name of first site and to classify by region, theme and category. * Students pair and confirm identification of first image. * Teacher confirms information for first image. * Students work collaboratively to identify remaining 4 sites. They add these sites to their world map. * Teacher makes states about the images. *It is both a cultural and natural site.* * Students signal correct response by writing correct number on white board. | | | | | | | 15 | | * Image from opening activity to classify * Document with 5 images, classification charts and blank world map * Website - [Liste du patrimoine mondial](http://whc.unesco.org/fr/list/?search=&searchSites=&search_by_country=&region=&search_yearinscribed=&themes=&criteria_restrication=&type=&media=&order=country&description=) | | | |
| **Provide Input** | * Teacher displays key elements from webpage on Statue of Liberty. * Students read silently to locate key details for an informational card that gives name of site, “age”, location and other information that they understand. * Teacher models creation of card asking either or questions to establish key details*. Located in France or US? Zone Africa or Europe/North America?* | | | | | | | 10 | | * [UNESCO webpage for Statue of Liberty](http://whc.unesco.org/fr/list/307) (French version) * sample informational card template - paper or online | | | |
| **Elicit Performance / Provide Feedback** | * Students use UNESCO website to select a site of personal interest. They create an informational card on that site. * Teacher circulates asking questions - Where are you? What is the name of the site? Is it a natural, cultural or mixed site? | | | | | | | 15 | |  | | | |
| **Closure** | * Students pair and use their cards to share information about their site. | | | | | | | 5 | |  | | | |
| **Enhance Retention & Transfer** | * Students complete cards if necessary. * Students are encouraged to watch a video and/or read an article in English about heritage sites. | | | | | | |  | | * [Video - America’s World Heritage](https://www.youtube.com/watch?v=UySOekRPNfM) * [World Heritage Sites in the US - National Park Services](https://www.nps.gov/nr/travel/worldheritagesites/World_Heritage_Sites_and_NPS.htm) | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.